

March 5, 2002
Year One Support Seminar #4
Inquiry

Reconnect—15minutes

Share assessment methods and variety of materials that you incorporated since the last session. While in the process of sharing review performance assessment merits and criteria.

Inquiry Article Review—10min

Show transparency of the flow chart from problem formation testing hypotheses. Discuss this inquiry process. Define key terms: facts, concepts, generalizations, hypotheses,

Immigration Inquiry Activities—30min

Set up a sample inquiry lesson on immigration using poetry, political cartoons and maps. Have BT's walk this inquiry activity through the process of problem formation, formulation of hypotheses, collection of data, evaluation and analysis of data and testing hypotheses.

Set up a second inquiry lesson on immigration. Have BT's in pairs walk it through the steps mentioned above.

Defining Inquiry—10 minutes

Using the homework reading and the two samples on immigration have BT's, in groups of two, write down a definition for inquiry, describe the teachers role in inquiry, the students role in inquiry, and elements that make an activity inquiry.

Sharing and Discussing Results—15minutes

Have each group of BT's share their definitions of inquiry by adding them to the blackboard. Pass out sheet on defining inquiry activities. Incorporate the BT's responses into this specific description of inquiry activities.

Break

Video—Eye of the Storm and Discussion—40 minutes

Have BT's watch video about a teacher who uses a simulation on prejudice (Brown eyes v Blue eyes). How could this activity serve as a lead in into an inquiry activity? What are other methods of collecting data: sample survey, participant-observer case study, simulations and role-playing.

Remodeling a Present Lesson Towards Inquiry—30 minutes

Have BT's work in groups of two and use the information we've talked about tonight to take one of their lessons and reformat it to be inquiry based.

Share Remodeled lessons—10minutes

Video Taping Guidelines—5 minutes

Go over video taping guidelines. The homework assignment is to have the BT's videotape one discussion lesson and write up a reflection after watching it. If you feel comfortable bring the videotape to share. At least bring your written reflection on the tape.

Also, be prepared to discuss on inquiry activity you've tried since this meeting.

Evaluation—5 minutes

Have Bt's fill out What I liked, What I'll Use, etc evaluation form.

Next meeting is April 23, 2002. We'll be going over analysis of student learning and analysis of teaching.

Immigration Inquiry Lesson-

Have students define a policy for the U.S. on immigration.

Share results, Show cartoon with Native American telling Europeans to back his bags.

Pass out copy of cartoon and poem the New Colossus. Have students read and analyze. Discuss

Pass out copy of cartoon and poem Unguarded Gates. Have students read and analyze. Discuss

What do you think caused this rapid change in opinion in the span of 10 years?

Formulation of hypotheses

Collection of Data

Analysis of Data

Testing of hypotheses

Immigration Activity II

Pass out graphs on immigration and overhead chart showing places of origin of immigrants.

Have students look over charts and graphs.

Formulation of Hypotheses

Collection of Data

Analysis of Data

Testing Hypotheses

Did people immigrate to the U.S. because they were pushed or pulled?